



## OFFICE OF PUBLIC INSTRUCTION

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### Grade 8 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• * Apply a rich and varied content vocabulary</li><li>• * Consistently apply complex thinking skills – connect ideas, make predictions, explain causal relationships</li><li>• * Demonstrate emerging analytical thinking</li><li>• * Apply literary elements</li><li>• Apply inferential thinking</li><li>• Understand different genres</li><li>• Interpret figurative language</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• * Use emerging content vocabulary</li><li>• * Apply complex thinking skills – connect ideas, make predictions, explain causal relationships, use metaphorical thinking and emerging inference skills</li><li>• * Emerging understanding of literary elements and emerging/basic figurative comprehension</li><li>• * Use word structures to enhance meaning</li><li>• Recognize different genres</li><li>• Basic recognition of figurative language</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• * Use limited content vocabulary</li><li>• * Apply some thinking skills – demonstrate literal comprehension, make some connections to prior knowledge, find answers when stated in text</li><li>• * Limited understanding of literary elements</li><li>• * Understand basic word structures</li><li>• Understand difference between fiction and non-fiction</li><li>• Often set and sometimes meet reading goals, sometimes evaluate reading progress</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• * Minimal content vocabulary</li> <li>• * Minimal understanding of literary elements</li> <li>• * Concrete comprehension</li> <li>• * Emerging understanding of basic word structures</li> <li>• Make minimal connections to prior knowledge</li> <li>• Sometimes find answers when stated in text</li> <li>• Sometimes understand difference between fiction and non-fiction</li> <li>• Rarely set or meet reading goals</li> </ul>
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\* top 4 in each category are most important